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ABSTRACT

A new pattern of teacher preparation for university graduates in Nigeria, "a sandwich course," was established in 1972 to replace the conventional one-year continuous course. The change was made in response to the problems of teacher shortage and teacher demand in secondary-level institutions so that employed teachers could undergo additional professional training during holiday periods. This report shows not only how the program offers an effective alternative to traditional programs, but also how it can be used to meet peculiar needs, and how it may also serve other types of professional degrees. The analysis covers the nature of the program, including the background, the pattern of training, its administration and costs, the reactions and attitudes to it, its evaluation and some of the major problems that have to be faced in the future.
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Experiments and innovations in education No. 20
*An International Bureau of Education series*

# Post-graduate teacher training: a Nigerian alternative

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## Preface

National reports presented to successive sessions of the International Conference on Education have long been telling a similar story: increasing enrolments - in themselves a desirable phenomenon, especially when the enrolment rate is also rising - sooner or later lead to an increase in the demand for teachers. This places a strain on teacher training resources, so that education authorities, faced with the dilemma of choosing between quantity and quality, may become reluctant to invest in in-service training. The approach to the problem developed at Ahmadu Bello University, in Nigeria, goes a long way to meet this dilemma, since it combines in-service training with teaching in such a way that teachers' services are not lost while they are away on a course.

While the views expressed by the authors of this study are not necessarily those of Unesco, the Secretariat avails itself of this opportunity to record its appreciation of the enthusiasm and lucidity which underlie this work, and of the author's permission to include it in this series.

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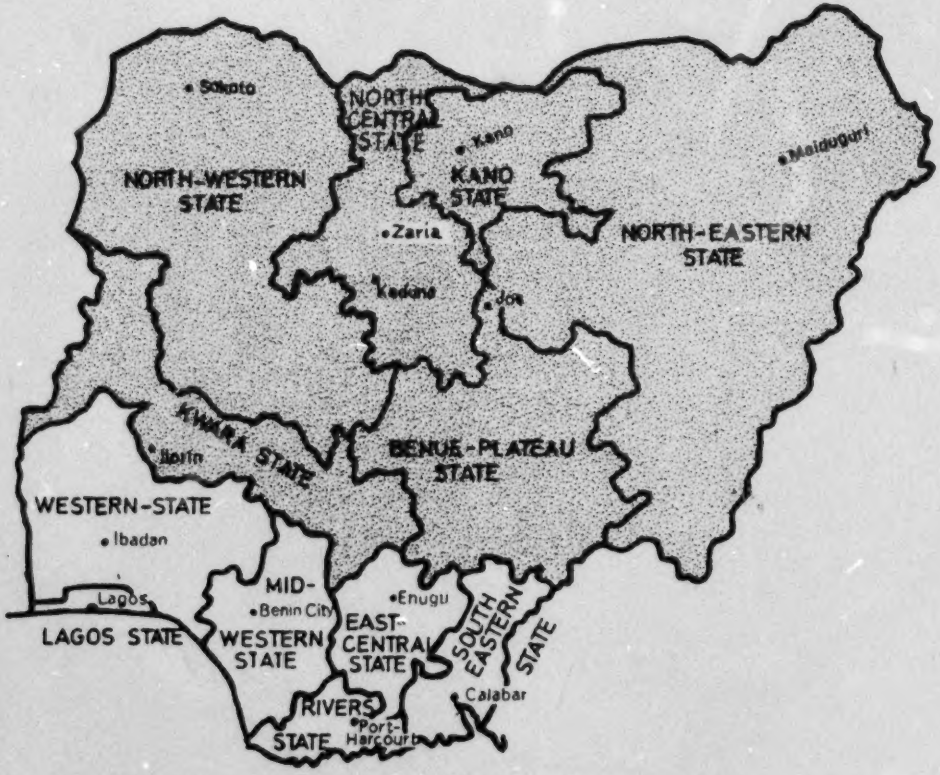


Northern states of Nigeria served by the Ahmadu Bello University of Education in Zaria are shaded

# Introduction

This study examines a new pattern of teacher preparation for university graduates in Nigeria. It describes a sandwich course mounted by the Institute of Education, Ahmadu Bello University, which, in 1972, replaced the conventional one-year continuous course run by the Department of Education. This change was made, initially, in response to the problems of teacher shortage and teacher demand in secondary-level institutions in the six northern states in Nigeria,[1] so that graduate teachers, who are in such short supply and so much in demand in these states, could be retained in their institutions during term time, and undergo professional training only during the long holiday periods.

It was also made in the belief that such a pattern of training would attract more students, particularly older men and women at present teaching in the system without professional qualification, and that this alternative could offer not only a more popular but a more relevant kind of professional preparation.

The intention of the monograph is to show not only how the sandwich programme may offer such an effective alternative but also how it can be used and adapted to meet peculiar needs, and how it may possibly also serve other forms of diploma, undergraduate and post-graduate programmes. The analysis thus covers the nature of the programme, including the background to its inception, the pattern of trainig, its administration and costs, the reactions and attitudes to it, its evaluation and some of the major problems that have to be faced in the future.

We make no attempt to suggest that the sandwich pattern represents a revolutionary form of teacher training. Similar patterns are in operation in many countries in Europe and America and are beginning to be attempted in Africa. Nor would we like to imply at

1. The six northern states referred to in this study are those served by the Institute of Education, Ahamadu Bello University: Benue Plateau, Kano, Kwara, North Central, North Eastern and North Western States (See map facing page 1).

this stage that it is possible to replicate or to generalize from the Ahmadu Bello experience. What we do claim is that the experience we have gained from working with this course and the evidence collected from the students and staff involved in it suggest that this alternative pattern is well worth looking at seriously as a means of preparing teachers, since it indicates that, in the north of Nigeria at least, this programme appears to attract large numbers of students and to offer a possibility of saving manpower, time and even some money in an education system which is desperately short of all three.

H.W.R. Hawes
A.O. Ozigi

# I. The context for change

*Nigeria*

Nigeria has a greater population than any other country in Africa. About 80 million people of different origins, cultures and religions live in its 356,669 square miles in widely differing physical and climatic conditions. Although the history of Nigeria has been the story of an attempt at national integration of its diverse citizens, these ethnic and cultural differences have had definite effects on the living conditions of the people and the social and educational development of the country.

In terms of economic resources Nigeria is fortunate in having a fairly diversified economy which includes agriculture and forest resources, rich oil and mineral deposits which now provide a sound basis and good prospects for the country's development. There is, in addition a growing number of diversified industrial and business enterprises. The net result is that the Nigerian GDP has risen sharply and markedly since the time of independence, annual growth rates ranging from 3 per cent to over 15 per cent; but here too, national figures conceal local differences as much between states in the Federation as within these states and between rural and urban areas.

*Educational growth and development*

Table 1 shows the rapid development in western type education in the last two decades and in particular the sharp rise in secondary-level enrolments in the post-independence period (from 1960).

These rises were partly the result of government policy prompted by the Ashby commission report 'Investment in Education' (1960) to expand education so as to mee the country's manpower needs, and partly the outcome of the Nigerian population's increasing awareness of the value of western education.

*Table 1. Growth of primary and secondary education*

| *Year* | *Primary enrolment* | *Secondary enrolment* |
|---|---|---|
| 1957 | 2,447,873 | 36,188 |
| 1960 | 2,912,619 | 55,235 |
| 1965 | 2,911,742 | 250,917 |
| 1971 | 3,854,539 | 377,532 |

At the same time, government commitment to educational development in all parts of the Federation, as reflected in Table 2, has increased heavily.

*Table 2. Federal and state governments' expenditure on education*

| *Year* | *Amounts* |
|---|---|
| 1952 | N 19.4 million |
| 1962 | N 83.4 " |
| 1964/65 | N 149.6 " |
| 1966/67 | N 165.4 " |
| 1968/69 | N 222.6 " |
| 1970/71 | N 294.8 " |

These expenditures represent a sizeable proportion of the total GDP for each period. A breakdown of the figures will show that some of the governments in the Federation spend between 20 per cent and 40 per cent of their total budget on education alone. This heavy expenditure on education will increase substantially following the Federal Government's recent decision to move towards universal primary education throughout the country with effect from 1976, a development which may be expected to have considerable social, economic and political implications for the country.

*Uneven development*

Educational development in Nigeria has been uneven, and there is great disparity between the northern and southern parts of the

country, between states, between different areas within northern states, as well as between the rural and urban areas. These differences are the direct or indirect results of an interplay of cultural, social, historical and geographical factors outside the scope of this study. At the time of Nigeria's independence, primary enrolments in the Northern Region of Nigeria numbered only 282,849 against 2,629,750 in the south and secondary enrolments 6,264 against 48,971.

The analysis by states in 1972 (the year the sandwich course was launched) reveals that, although numbers have increased, the marked disparities remain. A recent analysis of the ratio of

*Table 3. Unequal distribution of education in Nigeria, 1972.*

| *State* | *Population (1963 census)* | *Primary enrolments per 100,000* | *Secondary enrolments per 100,000* |
|---|---|---|---|
| Benue Plateau | 4.0 m | 3,301 | 152 |
| East Central | 6.2 m | 12,693 | 929 |
| Kano | 5.8 m | 912 | 51 |
| Kwara | 2.4 m | 4,378 | 298 |
| Lagos | 1.4 m | 13,286 | 1,208 |
| Mid-West | 2.5 m | 11,962 | 921 |
| North Central | 4.1 m | 2,066 | 111 |
| North Eastern | 7.8 m | 1,420 | 69 |
| North Western | 5.7 m | 1,139 | 61 |
| Rivers | 1.5 m | 8,238 | 436 |
| South Eastern | 4.6 m | 9,233 | 232 |
| Western | 9.5 m | 7,125 | 918 |

primary school enrolments to provisional (1973) census figures tells the same story, ratios varying between states from 1:7 in the Mid-West and East Central states to 1:97 in the North Eastern

and 1:114 in Kano states.[1] A further analysis of the figures at local and provincial levels would bring out clearly the wide disparity not only between states but also between various localities in the same state.

The same pattern is noticeable in the enrolments for higher education. For example, out of about 20,252 students enrolled in the six Nigerian universities for the session 1972/73, those from the northern states numbered about 3,000.

There is little need to emphasize that this uneven development has important consequences and implications at various levels and that educational schemes have been mounted at federal and state levels in order to redress the imbalance and quicken the pace of general development and national integration.

*Teacher supply and demand in northern states*

The relative educational backwardness of the northern states is further complicated by a shortage of trained and well qualified teachers at both primary and post-primary levels. This shortage results partly from the rapid educational growth that has taken place in the post-independence era, especially since the creation of states in 1967, and partly from teacher attrition due to retirement, resignation and dissatisfaction with conditions of service. In the case of post-primary institutions, the problem is illustrated by the following statistics of secondary-level teacher supply for two of the six northern states in the year before the sandwich course was launched and of demand for teachers in the same states over the next three years. These tables reflect in a very striking manner three facets of the problem of teacher shortage: the lack of adequately qualified and trained teachers, the reliance on expatriates and the tremendous growth in demand for more teachers. While these problems may be less acute in some states, e.g. Kwara, all are to a considerable degree affected.

1. See *West Africa* nos. 2988 and 2992, 23rd September and 21st October 1974, pages 1174 and 1290.

*Table 4. Teachers in post-primary institutions Kano State, 1971*

| | *Nigerians* | *Expatriate* | *Total* |
|---|---|---|---|
| Graduate (Trained) | 21 | 77 | 101 |
| Graduate (Untrained) | 20 | 54 | 74 |
| Well Qualified* (non-graduate) | 86 | 31 | 127 |
| Others** | 136 | 12 | 148 |

* Nigerian Certificate of Education/UK Teachers Certificate or equivalent.

** Including trained and untrained teachers with lower levels of general education.

*Table 5. Teachers in post-primary institutions North East State, 1971*

| | *Nigerians* | *Expatriate* | *Total* |
|---|---|---|---|
| Graduate (Trained) | 32 | 114 | 146 |
| Graduate (Untrained) | 10 | 102 | 112 |
| Well Qualified (non-graduate) | 139 | 38 | 177 |
| Others | 201 | 10 | 211 |

*Table 6. Projected minimum needs for secondary-level teachers in Kano and North East States*

| | *1972* | *1973* | *1974* |
|---|---|---|---|
| Kano State* | 394 | 487 | 566 |
| North East State | 582 | 638 | 698 |

* Only needs for qualified staff are reflected in this official Kano projection. The state envisages the employment of untrained graduates for some years to come.

Among the steps taken by state authorities to solve these problems are recruitment of indigenous staff from the more educationally advanced parts of the country, recruitment of overseas staff on a short-term contract basis, training of indigenous personnel under various educational schemes and improving teachers' conditions of service by offering them certain inducements. Yet in spite of such measures, the demand for qualified and trained graduate teachers remains crucial as Table 7 clearly illustrates.

*Table 7. Secondary-level graduate teachers with and without teaching qualifications in six northern states in Nigeria*

| *Year* | *Graduates with teaching qualifications* | *Graduates without teaching qualifications* |
|---|---|---|
| 1968 | 652 | 332 |
| 1969 | 708 | 469 |
| 1970 | 745 | 532 |
| 1971 | 742 | 592 |
| 1972 | 873 | 795 |

In addition to the need to train the growing mass of untrained teachers revealed by these statistics (and increased secondary expansion and university output is rapidly swelling their ranks) there are additional challenges. These include the eventual need to replace expatriates and to reduce the percentage of non-graduate teachers operating at levels for which they are ill-equipped and the very pressing need to produce more trained graduates to man the teacher training programme for the universal primary education scheme.

*The conventional training pattern and new pressures*

Against such a background must be viewed the conventional, one-year, full-time, post-graduate diploma course in teacher preparation offered by Ahmadu Bello University prior to Summer 1972 and the statistics of enrolments for it (Table 8). These indicate only too clearly that the problem of reducing the rise of untrained graduates in schools had hardly been tackled.

*Table 8. Enrolments of graduate teachers for the conventional one-year PGDE Programme between 1968 and 1972*

| *Session* | *Enrolments* | | *Total* |
|---|---|---|---|
| | *North* | *South* | |
| 1968/69 | 2 | 1 | 3 |
| 1969/70 | 13 | 1 | 14 |
| 1970/71 | 9 | 2 | 11 |
| 1971/72 | 10 | 14 | 24 |

The northern states were not even able to rely on the small numbers indicated here, for it will be noted that of those trained each year, a considerable proportion (about 35 per cent) were candidates from the southern states, where they were likely to return on completion of their training, especially if they were sponsored by their state governments.

This is not to say that the shortage of graduate teachers had not been recognized or that the University was not attempting to respond to it, for an undergraduate education component - the B.A. and B.Sc.(Education) - had been initiated and in the 1971/72 academic year 144 students were enrolled in the three years of this course. Between the 1972 and 1974 sessions there was further considerable expansion of the Faculty of Education programmes in terms of new courses available and in the expansion of the existing courses. For example, the new programmes in the 1974/75 session included full- and part-time courses in home economics, primary education, physical education, guidance and counselling, and some part- and full-time courses in higher degree programmes. In addition to the above expansion programme, the University also substantially increased its student enrolments at the non-graduate National Certificate of Education (NCE) level.

But this very expansion created problems, for now that the Faculty of Education had increased its courses at diploma, undergraduate and higher degree levels, the question arose as to whether sufficient staff and facilities could be accorded to the post-graduate programme along with other courses if run on a continuous one year basis during each academic year.

At the same time, concern began to be expressed in the University as to whether the University facilities could not be em-

ployed to maximum advantage if they were used for a variety of in-service courses during the holiday periods. Buildings and their facilities were rarely used during these months, a number of academic staff stayed in the campus during the period and it was considered that their services might be called upon and that many of them would respond.

At state level, moreover, problems of staff recruitment and finance began to loom very large in the face of rapid expansion at secondary level and most of the state ministries of education became reluctant to release their serving teachers for the one-year conventional course because it would further aggravate the problem of teacher shortage in schools during term time, cost money in sponsorship fees and, possibly, lead to lowering of standards.

For all these reasons the viability of the conventional one-year course was increasingly called into question and the proposal to mount a sandwich course as an alternative was vigorously pursued between 1970 and 1972.

## II. A new pattern of training

*The proposal and reactions to it*

While the idea of the Post-graduate Diploma sandwich programme was still being discussed by the academics within the university campus, fuller discussions were taking place at the administrative and policy making level. Committees were set up to look into the various aspects and implications of the proposed programme. The result of all these preliminary efforts was the approval of the proposal in July 1970 by the Institute's Advisory Board[1], which felt convinced that the programme would go a long way to meet the states' need for secondary teachers, at the same time enabling the Department of Education to concentrate on developing its own programmes also designed to solve the same educational problem.

It was vital and necessary at this initial stage also to consult state ministries of education about the proposal, as their support and co-operation would be essential in its implementation and success. The prospective candidates had to come from their catchment areas in the first instance and had to be officially released and sponsored for the proposed course.

The Institute's letter to the ministries of education in the six northern states outlining the details of the proposal sought specific reactions and information concerning the following:

(a) the number of untrained graduates at present working in the schools;

(b) the number likely to enrol on the course;

(c) the mode of sponsorship and the amount states would be willing to pay;

1. The Institute was financed largely by state governments and the Advisory Board reflected various interests both within and outside the University.

(d) willingness to offer temporary appointment during the intermediate period of one year to student teachers from outside the state.

The general reaction was positive and indeed favourable. Five of the six ministries welcomed the idea of the sandwich programme and promised full support including sponsorship of students. Part of the reply from Kwara Ministry of Education read:

'This Ministry supports in principle the alternative post-graduate certificate course proposed in your letter. This flexibility in your programming of university courses is a welcome change. The post-primary schools will certainly benefit from the continuity in teaching that would result if graduate teachers do their theoretical part of the post-graduate training during the long vacation.' Only one ministry had some reservation initially because it felt that the programme might interfere with staff leave.

Following the favourable response from states, approval was sought and obtained at university level and finally, in early 1972, from the Federal Joint Consultative Committee on Education, the highest national professional body that gives final approval and recognition to all professional teacher training courses in the country. Following this, all the necessary arrangements were made by the Institute and the stage was now set to mount the programme by early July 1972.

*Lessons from Malawi*

Those who planned and organized the course at Ahmadu Bello did so with the uncomfortable thought that a similar scheme, initiated in 1968 at the University of Malawi had not proved successful. Yet, perhaps, the similarities were more apparent than real. Where the Malawi course had been somewhat hastily conceived, the Nigerian course had obtained its support and undertaken its prior planning long before any decision was made to admit students. Where the Malawi course was largely conceived, planned and taught by overseas staff the Ahmadu Bello course was largely 'home grown', using its visiting staff to assist rather than direct.

Most important of all, the Nigerian course, unlike that in Malawi, was prepared to face the real financial, human and administrative commitments that such a programme involves. There is a temptation, when programmes are planned for vacation time, to make light of the demands they entail: to consider them as in a sense less serious matters than 'regular' courses. Such attitudes

have existed in many alternative education schemes. They were present in Malawi. They did not exist in Ahmadu Bello. Here administrative, financial, material and staffing implications were examined in exactly the same way as they would have been for any major course.

*The pattern proposed*

Before proceeding, in the next chapter, to a detailed analysis of the curriculum of the new course, we shall here merely examine its pattern, initiated in 1972, and retained until the present. The course is in three parts: *Phase 1* an initial ten weeks of professional preparation in the university; *Phase 2* a year's full-time teaching in schools, during which students are supervised but retain the status and conditions of service of regular teachers (rather than student teachers); *Phase 3* a second ten weeks' course at the university leading to certification fifteen months after first enrolment. In order to obtain their post-graduate diploma, candidates are required to pass in three separate components *viz.*, theory, practical teaching and a research study based on an investigation carried out during the year in schools and presented during the residential course in Phase 3. If referred in any of the components, candidates are allowed two chances to be re-assessed.

*Student enrolment*

In recruiting candidates for the course, the Institute is guided by the overriding interest of the northern states; these states finance the Institute and its statutes state clearly that it is primarily set up to serve their education. Thus they must provide the main catchment area for student recruitment. As a matter of policy, however, provision is made to take a reasonable percentage (between 10 and 25 per cent) of the applicants from other parts of the country.

In the selection process, the criteria applied, because of the large number of applications, include the principle of fair distribution intake among the six northern states, the willingness of the employer to sponsor or release the candidates, the subject method to be offered and teaching experience. All these factors have to be considered together in the final selection.

In addition to students for secondary schools, one further group of students calls for special mention. Trained teachers for polytechnics are often in very short supply in Africa. The Poly-

technic in Kaduna, one of the largest in Nigeria, suffered from this shortage. It had a largely graduate staff many of whom were untrained. By special arrangement with the Institute it was agreed to undertake progressive retraining of the Polytechnic staff and to offer special methodology courses (e.g. in engineering) for this purpose. Senior trained staff of the Polytechnic were made available as tutors for the residential courses.

The following tables set forth the anlysis of applicants and the intake into the course for the sessions 1972 to 1974.

*Table 9. Analysis of applications and admissions*

| | *Summer 1972/73* | *Summer 1973/74* | *Summer 1974/75* |
|---|---|---|---|
| 1. Number of applications | 228 | 308 | 403 |
| 2. Places available | 45 | 45 | 75 |
| 3. Provisionally selected | 55 | 60 | 76 |
| 4. Final admission | 45 | 44 | 76 |
| 5. Number completing 1st session | 45 | 44 | 75 |
| 6. Number completing 2nd session successfully | 36 | 38 | |
| 7. Number of withdrawals 2nd session | 4 | 3 | |

*Table 10. Analysis of applications by state/institutional distribution*

| *State* | *1972* | *1973* | *1974* |
|---|---|---|---|
| Kano | 10 | 13 | 18 |
| North Central | 24 | 30 | 49 |
| Benue Plateau | 17 | 22 | 30 |
| Kwara | 10 | 15 | 22 |
| North Eastern | 17 | 24 | 30 |
| North Western | 11 | 16 | 23 |
| East Central | 27 | 42 | 54 |
| Western | 36 | 52 | 36 |
| Mid-West | 20 | 25 | 37 |
| Lagos | 12 | 16 | 19 |
| South Eastern | 4 | 8 | 14 |
| Rivers | 4 | 6 | 9 |
| Federal Government | 10 | 12 | 18 |
| Ahmadu Bello University | 12 | 15 | 18 |
| Kaduna Polytechnic | 13 | - | 15 |
| Nigerian Army | 4 | 3 | - |
| Other institutions | 5 | 8 | 11 |

*Table 11. Analysis of applications by the teaching subject areas*

| *Subject Area* | *1972/73* | *1973/74* | *1974/75* |
|---|---|---|---|
| English | 30 | 40 | 47 |
| French | 4 | 10 | 15 |
| Arabic/IRK | 4 | 4 | 2 |
| Hausa | 1 | 1 | 9 |
| History | 24 | 30 | 36 |
| Geography | 22 | 32 | 34 |
| Social sciences | 24 | 40 | 53 |
| Art | 8 | 9 | 11 |
| Christian religious knowledge | 4 | 15 | 22 |
| Economics | 14 | 18 | 20 |
| Commerce | 4 | 7 | 6 |
| Engineering | 8 | - | - |
| Other technical/ vocational education | 2 | - | - |
| Maths | 15 | 22 | 30 |
| Science (physics, chemistry, biology) | 54 | 66 | 98 |
| Agricultural science | 10 | 14 | 13 |
| Total | 228 | 308 | 396 |

*Table 12. Analysis of sponsorship of admitted students*

| | *1972/73* | *1973/74* | *1974/75* |
|---|---|---|---|
| Government sponsored | 11 | 12 | 26 |
| Institution sponsored | 18 | 14 | 18 |
| Self sponsored | 16 | 18 | 32 |
| Total | 45 | 44 | 76 |

*Table 13. Analysis of teaching experience of admitted students*

| | | *1972/73* | *1973/74* | *1974/75* |
|---|---|---|---|---|
| *A. Before Graduation* | | | | |
| (i) | Number of those with no teaching experience at all | 26 | 29 | 47 |
| (ii) | Taught 1-2 years | 5 | 3 | 7 |
| (iii) | Taught 2-4 years | 6 | 2 | 5 |
| (iv) | Taught 4-6 years | 3 | 4 | 6 |
| (v) | Taught over 6 years | 4 | 6 | 10 |
| *B. After Graduation* | | | | |
| (i) | No teaching experience | - | - | - |
| (ii) | Taught 1-2 years | 8 | 6 | 20 |
| (iii) | Taught 2-4 years | 13 | 13 | 18 |
| (iv) | Taught 4-6 years | 10 | 13 | 21 |
| (v) | Taught over 6 years | 14 | 12 | 16 |
| *C. Departmental and administrative responsibilities after graduation* | | | | |
| (i) | Departmental responsibilities | 8 | 12 | 16 |
| (ii) | School administration/ Headship | 4 | 5 | 12 |
| (iii) | Only classroom teaching/ Extra-curricular duties | 32 | 28 | 47 |

*Table 14. Analysis of sex of students*

| *Session* | *Male* | *Female* | *Total* |
|---|---|---|---|
| 1972/73 | 37 | 8 | 45 |
| 1973/74 | 34 | 10 | 44 |
| 1974/75 | 60 | 15 | 75 |

From a cursory study of the above statistics of student applications and enrolments, the following generalizations may be made concerning the pattern of demand and acceptance for the course between the period of its commencement in 1972 and the end of the summer session in 1974.

(i) Applications for admission into the course have risen steadily from year to year. The 1974 applications increased, for example, by 77 per cent over those of 1972.

(ii) The applications came from all over the Federation and from different institutions (including those of higher learning) in the country. Almost 50 per cent of the applications came from the northern parts of the country, while the remainder were from the southern area.

(iii) About 56 per cent of the selected candidates had some form of sponsorship, while the remainder were self sponsored.

(iv) The applications show a wide range of method subjects offered, 27 per cent of these being in the science disciplines.

(v) About 35 per cent of the students had had some teaching experience before graduation and all of them had taught for a period ranging from one to six years and more, since graduation.

(vi) About 32 per cent of the students had held important positions of responsibility since graduation.

(vii) Some 14 per cent of the enrolled students were women.

*Staffing*

No programme of this kind could have achieved success without a good core of well qualified staff. In this respect the Institute was fortunate to be able to draw on its own personnel both at the Headquarters and in three Advanced Teachers' Colleges at Zaria,

Kano and Sokoto. The bulk of the course staff were, therefore, Institute personnel. This factor of availability of university staff is particularly important since it ensured continuity and stability. Other teaching staff was drawn from southern universities, the Kaduna Polytechnic, and state ministries of education.

For supervision in Phase 2 the Institute relied heavily on qualified and experienced graduate teachers employed by ministries of education as principals of institutions, inspectors of education and heads of departments in colleges.

Valuable external support came also from the Inter-University Council, which provided experienced personnel of international repute drawn mainly, though not exclusively, from the London University Institute of Education, with which a formal link had been established. The overseas staff consisted of men and women with considerable experience of teaching at this level who were thus able, in addition to covering subject areas where local staff was not readily available, to provide at this initial stage of the course much guidance and advice which the Institute found valuable. The ease with which overseas staff can be recruited during the summer time is one of the obvious advantages of the sandwich programme, and will be reconsidered in our last chapter. It is the Institute's policy gradually to phase out overseas staff assistance. Already definite steps have been taken to train the indigenous personnel in the subject areas in which the overseas staff now help.

One other objective of the Institute in staff recruitment is worth mentioning. This is the policy of mixing of staff with varied experiences so that the students may benefit as much as possible from their exposure to such variety. Special opportunities, both formal and informal, were provided during the courses for students to meet with a wide cross-section of the staff.

A further opportunity for both staff and students to share experience with other professionals was provided since the post-graduate diploma course ran side by side with a very full Institute programme of summer courses for serving teachers and other educational workers. A large number of staff taught in both programmes and sometimes the participants in diploma and other courses attended the same lectures and seminars to the benefit of both.

The following table gives an analysis of staff involved either full- or part-time in the sandwich programme.

*Table 15. Staff involvement in sandwich programme*

| *Session* | *Institute staff* | *Faculty and other local staff* | *Overseas staff* | *Total* | *% of Institute staff* |
|---|---|---|---|---|---|
| 1972 Summer | 17 | 7 | 3 | 27 | 63 |
| 1973 Summer | 21 | 12 | 3 | 37 | 57 |
| 1974 Summer | 23 | 16 | 3 | 42 | 55 |

| *Supervised practice teaching* | *1972/73* | *1973/74* | *1974/75* |
|---|---|---|---|
| Institute Staff | 10 | 12 | 13 |
| Ministries/Institutional Staff | 30 | 36 | 45 |
| Total | 40 | 48 | 58 |
| Percentage of Institute staff | 25 | 25 | 22.4 |

From the table, the numbers and distribution of staff are apparent, as is the key role of institute personnel. What is less obvious is the reason for the very large number of staff employed in relation to the students enrolled. In fact only a small core of staff shown here were employed full-time with the diploma students or over the whole course, since many had responsibilities for other courses and other duties and some only attended for part of the course: e.g. 5 or 6 weeks, and undertook intensive teaching during this time. Thus it was possible to cater for the diverse number of subject methods which students required in a manner that was not wasteful of personnel.

The recruitment of local staff has been substantially helped by a University policy (initiated in 1973) of offering some inducement to its staff who participate in summer schools. For non-university staff who participate in the sandwich and other summer programmes, the Institute pays local allowances and honoraria. Indeed recruitment of staff is one aspect of the course which has caused its organizers relatively few problems.

## III. The curriculum

In a conventional, one-year teacher training programme the curriculum is easy to recognize. It is all the learning which is planned and provided by the college for students during term time and during their practical experience in schools. In the new course, the concept of curriculum must be extended, for the training being provided consists of a number of different elements, with time spent in schools exceeding that spent in college.

Yet all the elements are linked and indeed must be linked in order for the course to maintain coherence. The first ten-week course in the university leads into a year of full-time supervised teaching in schools. It also prepares students to carry out and write up the major research project which they undertake during their year's teaching. The year, in turn, leads into the final, ten-week, full-time course at the university and the certificate awarded thereafter reflects an assessment of the work done and the growth achieved by the student over the full fifteen months' training.

In this chapter we consider the various components of the training separately, beginning with the residential element, then looking at the organization of the year in schools before considering the organization of the assessment.

*The residential courses (Phases 1 and 3): programmes of study*

In designing the programme of study for the sandwich course, three points had to be kept in mind: firstly, it should be as relevant as possible to the experience and the needs of the trainees and of the schools and the states in which they worked; secondly, it should be recognized by all as being fully academically as rigorous and challenging as the conventional, one-year pattern of training (though not necessarily containing the same elements in the same order) since, thirdly, it should take full advantage of the new structure, its content being designed in such a way as to maximize the advantage of one year's continuous experience in the field in the same school and with the same children. For this reason the emphasis given to

the curriculum in the first of the two terms was towards induction of students into the experience which they would gain during the year (hence slightly more practical in nature) while the second session tended to review this experience (thus slightly more theoretical).

Initially somewhat fragmented, and certainly overloaded, the programme was modified following evaluation by staff and students. Table 16 indicates the four main blocks of study which have been taught since the 1974 session: methods of teaching; the integrated Foundations of Education course running parallel to courses on psychology and school administration; a course in research methodology linked with the major research paper and, finally, the options.

The teacher education option started in 1975 is significant and may easily form a basis for considerable expansion. With the increased attention to raising standards in teachers' colleges and the vast increase in teacher training certain to take place following Nigeria's decision to embark upon universal primary education, increased specialized training for teachers' college tutors is needed and welcome. Indeed, a significant number of students in the earlier intakes were themselves teaching in colleges. The presence of trained graduates in colleges where a large number of the staff are non-graduate Nigerian Certificate of Education holders will be particularly welcome in a system where the status of these institutions has always been lower than it should be.

*The two residential courses: methodology*

A similar process of modification took place in the methodology used. Initially, a considerable number of formal lectures were delivered, though even from the start, traditional patterns of lecture presentations were modified, nearly all staff presenting cyclostyled summaries of content and speaking to them rather than expecting the normal and very wasteful process of note taking. But as the course evolved a considerable change in emphasis took place in the teaching of all components, away from lectures and towards seminar discussion. Seminars proved all the more successful since all students already had a great deal of classroom experience to draw upon.

Besides seminars, many other less conventional teaching techniques were used. Workshops were held in foundation subjects, one of which was a very successful one on action research.

In 1974 a new self instructional workshop on audio-visual aids was initiated. Each student was required to pass through six

*Table 16. Allocation of lecture/seminar periods of two vacation courses*

| *Subjects* | *Hours per week* | | | |
|---|---|---|---|---|
| | *Phase I (First residential course)* | | *Phase III (Second residential course)* | |
| Methods - * | | | | |
| Special subject | 5 | | 5 | |
| General | 2 | 7 | 2 | 7 |
| Integrated foundations course (incorporating elements of sociology, philosophy, history, curriculum studies) | 3 | | 3 | |
| Educational psychology | 3 | 8 | 3 | 8 |
| School administration | 2 | | 2 | |
| Research methodology | 2 | | 1 | |
| Options (choice of one) ** | 2 | | 2 | |

* The *subject method offerings* included English, Hausa/Arabic, French, engineering, technical/vocational education, history, geography, social studies, art, economics, mathematics, science (physics, chemistry and biology).

** *The options* included: statistics, measurement and evaluation; sociology of education; philosophy of education; guidance and counselling; instructional technology; speech training; teacher education.

different stations and teach himself how to use simple audio-visual equipment often available in schools, such as filmstrip projectors, overhead projectors, tape recorders and epidiascopes. In a number of subjects, team teaching techniques were employed by staff while, on other occasions, as in the research methodology course, much of the presentation, criticism and discussions of the proposals was organized by students themselves, guided by their lecturer.

Subject methodology groups, being small, came to operate almost entirely on a workshop basis and, for this reason, a whole day was allocated to subject methodology for each group and used in a great variety of ways including field trips and projects undertaken outside the university campus.

A further element of flexibility has already been mentioned. Since the diploma course took place at the same time as vacation courses for serving teachers, a number of profitable joint sessions were arranged for teachers and students.

*The research project and its supervision*

The research project, a ten to fifteen thousand word investigation planned in the first term, executed and drafted during the year in school, and completed and presented in the final term, is possibly the most exciting aspect of the whole new programme. During the first term the student receives a grounding in simple research methodology and is helped in the selection of his topic. At this stage, also, a supervisor is appointed, usually from the Institute's staff, though the main criteria for his selection is knowledge and interest in the subject the student has chosen.

The selection of the topic presents a challenge both to students and staff, for it is very easy for a potentially valuable exercise such as this to misfire through the selection of unworkable or relatively useless topics. Topics chosen must be manageable, challenging, and at the same time useful both to the student and, hopefully, to the area in which he works. Gradually, through experience, the Institute is compiling a list of topics which may satisfy all these three criteria (see Appendix 2).

Once the topic has been decided upon, the student undertakes his project in the field. If he is fortunate enough, he may be able to seek advice from a local supervisor, and every attempt is made to find him one or to encourage him to suggest a name. In any case he remains in touch with his supervisor at the university by correspondence and often visits or is visited by him. Frequently the

student will find it necessary to seek information, conduct interviews or administer questionnaires, either in his own school or area or on a slightly wider scale, for instance, at the state capital. Naturally the Institute attempts to make his work a little easier by giving him letters of introduction. Nonetheless, grateful mention should be made of the co-operation and interest generally shown by busy men towards the demands of students.

At the beginning of the second residential course most students arrive with their long studies very nearly completed, but it is inevitable that a final period of checking and writing up, a final opportunity for consultation with supervisors, should be provided. Therefore it is not until the end of the first four weeks of the second term that students finally present and 'defend' their research projects before the very critical audience of their fellows. A list of some of the more manageable and successful projects is included in Appendix B.

The management and organization of the research project is not easy, but there exists an immense possibility for growth, both for the individual student who for the first time realizes that, as a teacher in the field, he has it in his power to conduct action research of a kind that can be done by him and him alone, and also for the institute staff for whom it opens all sorts of windows into what happens in local schools and local communities. The possibility of more ambitious schemes in the grouping of topics to examine particular problems and in the further exploitation of co-operation with the states in identifying areas where information is particularly needed will be examined in our concluding chapter.

*Practical teaching in schools: supervision and assessment*

In the conventional pattern of training the student does a series of teaching practices in schools, well prepared for, often well supervised, but largely artificial. He may also undertake a period of probation or internship after his formal training is finished. In our pattern the intermediate year in schools replaces both. There is less time to indulge in detailed and elaborate lesson preparation, for the student is teaching a full load. Yet the experience is 'for real' and the teacher remains with his classes, as a teacher, not as a student, for the full year.

Preparation for teaching is undertaken so far as possible in the method courses during the first ten weeks. Here pattern of preparation and recording are discussed, teaching and learning techniques examined, and students have the opportunity of teaching

and criticizing each other in very small groups. Very often, too, some suggested projects, for instance the undertaking of local studies in history and geography, are set up to be undertaken during the year and discussed in the second session.

Students in the field are asked to keep a full record of their preparation and a record of work done. These, and the teaching itself, are monitored from three sources, through the school head, through a local tutor identified by the institute and, at relatively infrequent intervals, by and institute tutor. Forms have been prepared to help in the guidance of local supervisors (see Appendix A) but clearly the selection and briefing of these local people, leading them towards effective and sympathetic criticism of students and towards maintaining roughly similar standards, is an important and a very delicate exercise. Fortunately it is also one where experience gained over the years tends to ensure the gradual improvement both in the standards of advice given to students at local level and in the quality and validity of assessment, a process carried out jointly by the local supervisors and the institute tutors (the final decision resting, naturally, with the latter).

*Assessment in Phases I and III*

The balance in percentage terms between the various parts of the course is shown in Table 17. Within the component relating to the two residential courses a balance of 40 per cent and 60 per cent respectively is allowed between continuous assessment and examination. But the 'examination' is by no means always through the conventional, three-hour, closed papers taken at the end of the course, for examinations may be taken at different times and in different forms according to subject. There are, for example, open examinations where students are given a selection of questions some time in advance, and then asked to write certain of these in examination conditions. In many of the method subjects, books and syllabuses may be used during the examination.

This flexibility is not merely in the interest of experimentation in order to find the best means of assessing progress. Different forms of knowledge clearly appear to require different methods of assessment. The style, for instance, of an examination in school administration would not appear to us to be the same as that applicable for an examination in science methodology. Hence the diversity.

*Table 17. Marking regulations*

| | |
|---|---|
| 1. *Weighting* | |
| Course work and final examinations | 60% |
| Research paper | 20% |
| Practice teaching | 20% |
| 2. Students may be referred in any of the three areas | |
| 3. Students may be awarded a *distinction* on a total mark of 70% or above. An aggregate below 40% is a failure. | |

*Co-ordination*

The pattern which has been presented of the curriculum plan, of its methodology and its evaluation is both complicated and flexible. Clearly, part of the flexibility is due to the new and experienced nature of the course. It has been realized, however, that in order for the course itself to provide a better method of training, the very diversity of its elements must be exploited to the full. Because of this diversity, co-ordination and integration are exceptionally important. From the beginning of the first residential course, through the intermediate year, to the final examination at the end of the second residential course, we must realize that we are planning and carrying out one integrated, articulated curriculum if the whole training is to cohere into a satisfactory whole.

## IV. Costs and administration

*Administration*

Any long course involving serving teachers requires certain predictable administrative processes. Students must be selected and informed. Details of secondment and sponsorship, together with financial arrangements connected with these, must all be finalized. Registration, administration of academic and domestic matters, assessment and moderation of students, all have to take place. Initially this involved devising new administrative procedures for the Diploma since neither the University, the Institute nor the states had experience of carrying out these familiar operations in a new pattern and during long vacation time. New procedures quickly became established, however, and now run smoothly enough.

The new pattern of training affords one relief and at least three additional challenges to the administration as compared to the conventional, one-year pattern. The relief is from the delicate and time-consuming task of organizing teaching practice which affects both the course administration and the schools. The additional administrative burdens relate to the recruitment of staff, (except for staff directly employed in the Institute, separate negotiations must be concluded every year with all individuals and their employers), and to the co-ordination of those responsible for the supervision of students' teaching in schools and of their research papers.

Thus a large number of contacts have to be made and maintained with a considerable number of people in the University, at state ministries and in the schools. If such relationships are not established, if communication breaks down, or if co-operation is not maintained, the course becomes less happy and efficient, whatever the quality of the 'paper work'. The job of the course co-ordinator is therefore a public relations job as much as an administrative one and the fact that the Institute co-ordinator, before joining the staff, worked as a civil servant in one of the Northern States should not, perhaps, go unnoticed.

*Comparability of costs*

The issue of whether the new pattern provides a cheaper or more expensive alternative training is clearly of vital importance. But the question is surprisingly difficult to answer for we must immediately ask 'costs to whom?'. At least four agencies are involved: the Institute, the University, the employers and the students themselves.

The Institute must compare the costs of staffing, materials, administration, and supervision in relation to fee income for the two different patterns. This appears a relatively simple task. Yet it involves certain aspects which are not easy to assess. What cost savings can be imputed for instance, in the multiple use of library, audio-visual and laboratory facilities over four terms instead of three? How far is it possible to assess costs of staff contributions when one individual services a number of vacation courses at the same time, including the post-graduates?

In respect of the University and the states, the problems are even more complex, for though certain aspects are easy to assess, e.g. payment of fees and salaries (which remain constant when teachers are seconded) or residential costs, which are also easy enough to calculate; on other heads, all sorts of 'ifs' and 'buts' become apparent.

*If*, for instance, students on summer courses were enrolled full-time, then extra residential and tuition facilities would be needed, so it would be appropriate to impute rent as a cost factor; *but* how far careful timetabling could serve to alleviate teaching space problems (if not residential ones), would be difficult to assess.

*If* students live in hostels normally empty during the vacation time then, clearly, normal student rates, merely covering costs, are applicable to them *but* if they occupy rooms which could otherwise be let at a profit to visiting conferences and summer schools, clearly the University is deprived of revenue.

In the face of these uncertainties all we are able to do is to present some rough comparisons on the narrower aspects of staffing, transport and materials between the two types of courses and then attempt some generalizations concerning the wider aspects of costs.

*Staffing costs*

The sandwich course is somewhat less costly to staff than the conventional pattern. There are savings on Institute and Aid staff who, although they are paid honoraria for the extra teaching they do, are clearly far cheaper to employ than full-time teachers would be. This tends to be offset, however, by payment and accommodation expenses to visiting staff from outside the University.

*Supervision costs*

Transport and maintenance costs in respect of staff supervision for practical teaching and research papers, a process which involves both Institute and locally identified staff, may prove greater in respect of the sandwich course than during a conventional teaching practice.

Initially, because the sandwich course was the only one of its kind in Nigeria, students were recruited from all over the Federation and travelling bills from Institute supervisors were exceptionally high. Now that other, similar courses are being developed, the catchment area is slightly more restricted although it still, naturally, remains large. In a conventional teaching practice, schools may be selected for their accessibility. In the new pattern, students must return to their schools wherever they are and be visited there. Visiting them is costly and while, as local tutors become more proficient, the need for close supervision by Institute staff may become less, it will never disappear completely.

*Cost of tuition*, though never a very large factor, tends to be slightly higher for conventional than for sandwich courses. The latter operate on a two-term rather than a three-term year, using the same library and audio-visual facilities. Material and administrative expenditures both therefore tend to be lower.

*The wider aspects of costs*

It can be seen that, except to students, there is little difference in *direct* cost between the two patterns of training, though the sandwich course may be slightly cheaper. When one considers the wider aspects of costing, however, the considerable savings of the in-service course are apparent.

The hidden savings to the University and to states, as we have stressed earlier, are difficult to quantify, but their existence is

undeniable. For the University to use the same plant, the same books, the same equipment for a longer period to serve more students, represents a more efficient use of resources and saves money. For the states, the prospect of training students without having to replace them is equally financially attractive. Moreover, to the students themselves there are unquestioned and easily measurable savings. Quite apart from the fact that they seldom if ever have to forego pay to study during the vacation, they attend the University for two terms instead of three and are involved in two instead of three return journeys home. Students (private students especially) tend to vote with their feet. If they can afford a course, and see the benefit of it in their careers, they will enrol. If they can't they won't. The statistics on demand and enrolments presented in Table 9 speak for themselves.

## V. Attitudes and reactions

*The need for evaluation*

No new programme can evolve properly without endeavouring to assess its own strengths and weaknesses. Thus the Institute realized that it was necessary to evaluate the progress of the diploma course at every important stage. Feedback was provided in a number of different ways, ranging from informal contacts with employers, staff and students, to formal reports from external examiners, the holding of staff meetings and staff/student meetings to discuss progress and possible improvements as well as the administration of questionnaires to all students in the first three groups (a total of 161 of whom 84 per cent responded). It was also considered vital that channels of communication should always be kept open, that employers and staff should be able to communicate verbally or by letter with the Institute Director or the course co-ordinator and that students should be encouraged to discuss and raise suggestions with the course co-ordinator, with their lecturers or with members of their own students' committee for onward transmission. Evaluation was also accepted as an ongoing process and the gathering of information about the course leading to its gradual modification naturally continues.

*Reactions from employers and other bodies*

Little criticism was received from employers. In particular, satisfaction was expressed that teachers could profit from these new opportunities. As one national committee on teacher education observed, 'It is envisaged that the graduate teacher with teaching qualifications, particularly a Post-graduate Diploma in Education, which receives recognition both in his grading and remuneration will remain longer in the profession. Many young teachers would like such a professional certificate but would hesitate to go for it for a whole academic year unless they were specially sponsored by one government or the other. On the other hand many of them

would go in for some of the sandwich diploma courses...' A number of employers also commented favourably on the changed attitudes of students once they returned to their jobs, stating that they exhibited new interests and initiatives and a more 'professional' attitude to their own work.

An initial reaction to such success has been the action taken to replicate the pattern. This is somewhat alarming to the course organizers since they themselves are still engaged in evaluating the preliminary stages of the Ahmadu Bello experience. Nevertheless, the Institute of Education of Ife University in Southern Nigeria started a similar programme on an even bigger scale during the 1974 long vacation period and the Institute's own Governing Advisory Board decided in consultation with ministries of education in the six northern states, that a sandwich type of diploma programme should be mounted at three levels in the teaching of Hausa language. The new Hausa Diploma Courses were started in July 1974.

From outside Nigeria, interest has already been expressed and, indeed, the Dean of the College of Education in Guyana, having requested information about the course in 1973, wrote the same year that the college intended to change immediately to a similar course.

*Reactions from staff and students*

Praise, though heartwarming, seldom results in improvements and the constructive criticism provided by staff and students laid a surer foundation for the modification of programmes. The various forms of evaluation mentioned earlier revealed a number of areas of 'customer satisfaction'. These included the relevance and usefulness of the course (78 per cent of students had no criticism to make); the quality of lectures (80 per cent rated them 'excellent' or 'good'); and the staff-student relations (rated 'excellent' or 'good' by 85 per cent of students). But there were other areas where changes were clearly indicated, the most important of these being in the provision of prior information about the course, in the coordination of the academic programme, in the curriculum, in the supervision of research study and practical teaching and, predictably, on the boarding and lodging arrangements, though criticism regarding the latter boiled down to a series of individual complaints about the quality of meals, accommodation and attitude of kitchen staff and cleaners rather than general dissatisfaction.

*Information about the course*

About 65 per cent of students had no clear, prior knowledge of the nature of the course before applying for admission to it, and staff members too would have benefited from further advance information. This underlines the considerable difficulty experienced by any new programme in establishing an image, despite considerable efforts by the Institute through personal contacts, in official committees and through the press and media, to pass on the information. Attempts to do so continue.

*The co-ordination of the programme*

Reactions by both staff and students emphasized the difficulties experienced in trying to shape such a diverse programme and to co-ordinate its various elements. In particular, problems were revealed when over-zealous staff members overloaded timetables and set an unrealistic number of written assignments as a result of lack of proper co-ordination. Requests for reduced or better spaced assignments were made by 58 per cent of students and a sample comment from a staff member indicated that concern was shared by their tutors. He wrote, 'The students, especially the less able, have some cause for complaint in this respect, but are unwilling to voice it for fear of jeopardizing their individual prospects in the course. If quality is to be the criterion, then it is manifestly unwise to overload students'. As a result of this information, practices were speedily modified and it is significant that the same person, the senior member of the London Institute visiting staff, wrote two years later that students appeared less overloaded and welcomed the reduction in the amount of time scheduled for lectures and seminars.

*The curriculum*

Results of evaluation by students of the various elements in their curricula are significant: 82 per cent of the students enjoyed their method courses, finding them particularly useful, and 88 per cent of students gave very high ratings to courses in school administration and guidance and counselling. Students were also generally enthusiastic about their exposure to research techniques.

By contrast, however, less immediately practical subjects, particularly philosophy of education, educational statistics, sociology and educational technology received lower - sometimes very low - ratings, as a result of which considerable thought had

to be given to the redesigning of programmes of study e.g. in respect of an integrated 'foundations' course geared to the realities of educational problems in Nigeria, and to making certain subjects, e.g. educational statistics, optional rather than, as previously, compulsory for all students.

*Individual supervision*

Along with the interest and satisfaction expressed by students in their study of research methods, came the clear message that they would be grateful of more personal supervision both during their residential courses and in the field. The same need was expressed with regard to practical teaching and there were also doubts raised about the very varying quality of advice received from supervisors, particularly those local supervisors recruited at state level.

*The results of evaluation*

It would be pleasing to report that, as a result of evaluation, faults were spotted and unerringly 'put right' by the course organizers, but since education concerns human beings, nothing is ever that easy. Some problems were completely or partially solved, particularly those involving relatively simple changes in financial provision or administrative practice. In other cases, however, very deep issues are involved, issues of human relations and of attitudes to the education process. These are considered in our final chapter. All that can be said with any certainty is that the Institute has listened and will continue to listen to the voices of those it serves - students, teachers and employers - modifying its programme as a result of what it hears. It cannot be taxed with academic and professional arrogance, which is one of the greatest barriers to educational advance.

## VI. Analysis

The crudest, but possibly the most crucial measure of a course's success is whether or not it attracts students. The sandwich course does. As indicated in chapter I, numbers have risen impressively since its inception, yet there is little reason to believe that the continuation of the conventional one-year course would have met with the same support.[1] The sandwich course has attracted much interest in Nigeria and some outside it. It has been replicated in Nigeria and may soon be so elsewhere, for it has obvious advantages and these we shall examine in the first part of this final chapter. It cannot be said, however, that all the difficulties this new pattern presents have been overcome or that all the issues it raises have been fully considered. The second section of the chapter, therefore, examines these problems and issues, and looks at further studies which it may be profitable to undertake. Finally, we comment on the possible adaptability of this pattern to other levels of training.

*Advantages of the pattern*

Some, but not all, of these advantages have already been indicated or implied in previous chapters. We believe that the sandwich course fulfils the following functions:

(i) It maximizes use of resources.

University facilities, hitherto unused during vacation time, are put into service. A combination of trained and experienced staff, from universities and colleges as well as from the field, can be assembled, their presence not only benefiting the students they teach but representing a mutually beneficial sharing of interests and experience among staff. University departments can grow in upon

1. No corresponding rise in demand has been observable in other Nigerian universities where one-year, post-graduate courses are retained.

themselves. A sandwich course and the new staff it brings in can prevent this.

(ii) It provides opportunities for improvement of qualifications without interruption of earning.

For this reason it is a pattern more acceptable to employers and to students alike. In developing countries the replacement of serving teachers in schools not only costs money but often involves sacrificing quality, for there are no adequate replacements.

(iii) It provides opportunities for linking theoretical and practical aspects of training not so readily available in a one-year course.

The unrealistic nature of much teaching practice often contributes to the mounting of unreal methodology courses. The sandwich course students are teaching full-time, under pressure, with limited materials. Their methods courses should prepare them for these situations. Where this is not the case, students have the opportunity (and frequently use it) of raising sharp criticism when they come back at the end of their year's work. The same applies to the more theoretical foundation subjects. Psychology, sociology and educational administration can the more easily be linked to classroom realities when it is known that an opportunity exists in the first course to present problems, to invite thought, to stimulate observation and enquiry in various fields so that they may be discussed when students return.

At the same time, many more classroom practitioners are closely involved with students, on the courses and during supervision of the intermediate year than would be the case in a more conventional course. In this way the unhealthy contempt which so often exists between academics and teachers is far less likely to be apparent.

(iv) It provides a more professional atmosphere and context for training.

Graduates, and particularly those who have already been teaching in schools, dislike being treated as students and like, quite understandably, to be considered from the outset of their training as members of the teaching profession. This the sandwich course is able to do, first because students in their intermediate practical period are full-time teachers with full status and responsibilities as such, and second because they mix freely in class and socially with serving teachers and administrators whose courses are held parallel to the sandwich course.

(v) It provides a workable pattern of inter-university co-operation including that funded through overseas aid.
Lecturers prove to be available during holiday periods who would never be able to undertake full-time commitments. This applies to staff from Nigerian universities who have shown themselves willing to add to their experience by undertaking assignments in other parts of the Federation, but it has been particularly noticeable in respect of overseas aid. Staff of international repute are by no means easy to attract for one-year secondments.

By contrast, they are very willing to give up two months or so during their long vacation, in order not only to see a new country and a new university system but also, quite genuinely, to make a modest contribution in a developing country. Usually it has been possible to persuade staff to return for two or more sessions and, in the case of the London University staff, two members have spent three successive summers at Ahmadu Bello.

*Issues still to be resolved*

Any new pattern raises its own new set of problems to be solved and issues to be discussed, particularly in the wider context of whether the pattern is replicable. Five such issues may be discussed in relation to the sandwich course: staffing, co-operation, curriculum design, the maintenance of 'standards', and costs.

(i) *The issue of staffing*
No educational enterprise is likely to succeed without adequate, trained manpower. Staff need to be available in sufficient numbers and of sufficient quality and experience for the jobs they have to do. To expect tutors who have spent a full year teaching on a normal course to bear the brunt of a summer session may create problems and tensions. It is possible, up to a point, to attract staff by paying them an additional fee, but this is to run the risk of staff becoming stale both because they have been working under too much pressure for too long and because they just do not have sufficient opportunity to prepare their work, to undertake writing and research and to keep up to date with their reading.

These problems can be minimized if staff are brought in from outside the institution, particularly from schools and ministries, if they are employed for a limited number of consecutive summer sessions and then given an opportunity to rest or if, for some members of staff, teaching on the sandwich course comes to be re-

garded as a major commitment in a tutor's work load instead of merely a supplement to some other teaching duty which he regards as his main work. The Ahmadu Bello Institute thus envisages that a core of staff might be employed with major responsibilities on diploma and other in-service teaching and related supervision together with additional roles in consultancy and curriculum work in their specialized subjects. Such staff would arrange to take their leave during 'normal' term time. In practice this policy does not always work as smoothly as intended, because many such staff are overworked and seldom manage to take sufficient time off during the year, a fact which reflects the immense pressures existing in rapidly developing systems rather than any lack of intention on the part of the university.

Continuity of staff, including staff supplied by overseas aid, is equally necessary, but not always easy to achieve. There is always a place for men and women of quality, especially those coming in from outside an institution, who attend for a single session only. But these must remain in a minority. The preponderance of staff must attend for both sessions of the course to induct their students for the year's practice and later to be with them to discuss it. Moreover, there must also be a substantial carry-over from one course to another. So far it has been possible in the Ahmadu Bello course to maintain a reasonable degree of continuity. But staff turnover in African schools and universities remains high, and the danger of many different staff becoming involved in the operation for too short an average time remains a very real one.

Finally, there is a need to guard against over-reliance on overseas aid, one of the problems with which the Malawi course was faced. Ahmadu Bello is making real efforts to 'phase out' the Inter-University Council aid but in certain critical areas e.g. in science education, the problem of finding suitable local replacements has not proved easy to solve.

(ii) *The issue of co-operation*

Closely linked with the issue of achieving a satisfactory standard of staffing is that of maintaining a fruitful co-operation with the various agencies which are involved in making such a course successful: the co-operating universities, the staff, the schools and the employers of staff and students. Such co-operation is necessary in a variety of fields: in the selection of students and staff, the management of the programme, the supervision of teaching in schools and the selection and supervision of long study topics.

In Zaria such co-operation works well but problems of communication are great and the tact and management powers required of the Institute Director and the course co-ordinator even greater. To venture into organizing such a course without prior achievement of such co-operation would be to invite disaster. A conventional course poorly managed could survive provided its academic content were satisfactory, whereas a sandwich course would undoubtedly founder.

(iii) *The issue of curriculum design*

The third prerequisite for success of such a pattern is an imaginatively designed curriculum, for it must be stressed that a conventional curriculum 'cut in half' and spread over the two residential courses does not provide an adequate solution. It is essential that the whole fifteen months' experience from the time a student enters on the first day of the first residential course throughout the intermediate year, to the time he leaves with his diploma should be regarded as one planned and articulated whole. The first residential course must lead into the intermediate year and the second reflect its experiences while throughout there must be themes clearly understood by both student and staff which link the whole experience together. The will to articulate the different elements in the curriculum was present from the first at Ahmadu Bello, yet between an intention and its translation into educational practice a great gap exists. We are all prisoners of our past experiences and there exist numerous pressures, particularly in a university curriculum, to slow down change. For this reason few of those responsible for the course design would care to claim that the content has yet evolved completely satisfactorily to fit the new pattern.

(iv) *The issue of standards*

Among those pressures which mitigate against radical innovation in a new course is the desire that existing standards should be preserved. If narrowly interpreted, and university senates, government departments and teachers' unions are only too likely to take such a view, the maintenance of standards may involve following the same syllabuses, maintaining the same overall length of teaching time and being subject to the same system of evaluation as in the conventional, one-year course. In fact, such an interpretation of standards is an unproductive one, for the only relevant comparison relates to the professional competence of the students at the end of their training and subsequently throughout their careers.

Nevertheless, concern to maintain or to improve standards must be there. At Ahmadu Bello, qualitative control is exercised through the appointment of, and consultation with, external examiners from two other Nigerian universities and through a continual process of discussion between all agents involved in planning, conducting and evaluating the course (including the students themselves). The gradual process of maintaining quality while at the same time moving away from the narrower and less productive interpretation of standards has been at all stages a very delicate one requiring time, patience and much discussion.

(v) *The issue of costs*

The final issue to be faced is that of costs. The problems have already been implied in an earlier chapter and need only to be restated briefly here.

It is infinitely tempting to regard the sandwich course as much cheaper to run than the conventional type of training. This was not, in fact, the expectation at Ahmadu Bello but it is a viewpoint which has often been urged and even more often implied in discussions about this type of training. Those involved in planning and administering the Nigerian course are convinced not only that its direct costs (as set out in chapter IV) are far less, but also that adequate financial input into both the residential courses and the supervision is vitally necessary for their efficiency and that the chief reasons for embarking on such training are professional rather than financial.

*Finding out more*

It would be rash to pretend that all necessary information had been gathered to enable us fully to evaluate the success of this type of training. For one thing it has been in operation for only four years and any new venture has a good deal of initial enthusiasm to sustain it at the outset.

Moreover, much more relevant information needs to be collected. Further evaluations need to be made with staff and students. Follow-up studies of past students in schools could profitably be undertaken; so could a far more detailed cost analysis of the whole project. In addition, further studies can be useful on ways in which the pattern may be used to even greater advantage than at present. Better systems of supervision both of practical teaching and of the research study are still needed and a systematic enquiry would be necessary to discover how they might be developed.

Even more fruitful may be an analysis of the demand for, and practicability of, different small-scale research topics. The research element represents a very exciting growth point in the project. Developing countries combine a dire need for relevant field information collected by their own nationals with a great dearth of competent research workers to do the job. A solution to this may lie partly in mobilizing teachers in advanced levels of training. In this respect sandwich course students are ideal: mature, well qualified and subject to competent supervision. Consider the evidence which might be collected if, for instance, ten students from different areas undertook to conduct similar studies of parental attitudes, or nutrition patterns of schoolchildren, or applied certain named tests of cognitive or perceptual development. The possibilities are endless but their realization depends on the identification of those studies which are considered important and which can fruitfully be achieved by students in the time and the circumstances of their work. To this end, contacts need to be established which could lead to a new dimension of co-operation between the University and federal and state governments.

*Can it be adapted?*

The sandwich course at Ahmadu Bello presents, in the opinion of the authors, a very strong case for reconsidering whether the one-year, post-graduate teacher training is a justified investment in developing countries. We believe that the alternative developed in Ahmadu Bello may prove to represent one of a number of patterns which combine a saving in manpower and educational facilities with a profitable professional relationship between theory and practice.

We would also suggest that there is an increasing role for such courses in Nigeria and outside it at different levels of teacher training, and it appears significant that a number of similar schemes have been started in the last few years. These range, in Nigeria alone, from the parallel, post-graduate diploma programme at Ife, to the Hausa courses and the new Bachelors and Masters programmes at Ahmadu Bello, down to state level where new patterns of primary teacher training have been devised which include a full year's teaching in schools in the penultimate year of professional training.

Motives for launching such programmes vary. At best they are well planned and conceived. On other occasions they are mounted primarily because they are expedient and relatively cheap. While recognizing the expediency of the Ahmadu Bello programme we hope

that our description has also brought out the *professional* advantages of this pattern and has emphasized how a basis of on-the-job experience, backed by such sound theory as constitutes the core of so much effective professional training for other careers, is equally appropriate for the career of teaching.

**Appendix 1 : Documents relating to guidance and assessment for students during their full-time teaching year (Phase II)**

AHMADU BELLO UNIVERSITY, ZARIA
INSTITUTE OF EDUCATION

PGDE sandwich course
Programme: supervised teaching

Information for supervising tutors
and principals of institutions

(Extract from 1974 Regulations)

'2. *The supervised teaching:*
The following staff will be involved in supervised teaching.

2.11 *The course co-ordinator* at the Institute. He is chiefly responsible for planning, directing and co-ordinating all aspects of the course.

2.12 *The subject tutors:* The students' subject tutors at the Institute, will:

(a) visit each of their students twice between January and May 1974 and discuss with them any problems and difficulties they might have encountered in the course of their teaching and try to help as far as possible;

(b) help, where possible, the students in problems connected with their special study;

(c) evaluate the students on the prescribed assessment forms;

(d) The subject tutors:

(i) are expected to spend enough time in the school during each visit and observe all aspects of the students' activities;

(ii) should inform the students and the Principal in advance of the likely time they will be visiting the school;

(iii) will submit a copy of their report to the Course Co-ordinator immediately after each visit.

3. *The external supervising tutors:*
The external supervisor should be a graduate teacher of sufficient competence and experience in his subject field. He/she should have preferably professional teaching qualifications.

3.12 Once identified, the supervising tutors will be required to visit and help the students in the local area where they are working; they are expected to spend enough time in the

school observing various aspects of the students' curricular and extra-curricular activities. They should observe at least two lessons during each visit.

3.13 The supervisors will:

(a) visit the students assigned to them about three times any time between January and May 1974;

(b) during each visit, help and advise the students in any way that might contribute to the effectiveness of their teaching;

(c) consult and discuss with his head of department, the Principal and the Institute's Subject Tutor when available, any aspects of the students' teaching and extra-curricular activities that might require some attention or action;

(d) record their assessment of the students' work on prescribed assessment forms provided;

(e) send a copy of the completed teaching evaluation form to the Course Co-ordinator at the Institute of Education immediately after each visit, the last report being sent in May;

(f) where applicable, accompany the External Moderator on his visit;

(g) give informal help wherever possible on the students' Special Study/Research project;

(h) inform the Student and Principal in advance of their intended visits.'

'4. *The Principal of the school* (where the student is teaching) will

4.11 (a) be responsible, together with his Head of Department, for the general supervision of the student, helping him/her in case of any special problems the student might have;

(b) send the Course Co-ordinator, by April 1974, under confidential cover, a personal assessment of the student's effectiveness and potential as a teacher to be recorded on the prescribed evaluation form.'

# INSTITUTE OF EDUCATION

*Ahmadu Bello University Zaria.*

EVALUATION OF SUPERVISED TEACHING:
P G. D. E. (SANDWICH) COURSE
FORM A: ASSESSMENT OF STUDENT

(To be completed in duplicate by the supervisor. A copy of the Original should be sent to the Institute of Education, A. B. U., Zaria, and the Duplicate kept by the supervisor)

Name of Student: ..... Subject .....

School/College: ..... Class .....

Full address .....

Please evaluate the student teacher's effectiveness in this lesson in each of the ten factors on this scale:-

| | |
|---|---|
| Unsatisfactory | 1 |
| Below average | 2 |
| Average | 3 |
| Above average | 4 |
| Excellent | 5 |

The final grade will be the mean of the total points scored.

---

Mark awarded

1 OBJECTIVES AND THEIR ATTAINMENT

Can he formulate clear and valid general and specific objectives? Are these objectives attainable by the students he is teaching? Are they being attained? ☐

2 PREPARATION

Does he have a well-constructed lesson plan linked to his objectives? Does this fit into a scheme of work? Are teaching materials appropriate and well organised? ☐

3 MASTERY OF SUBJECT

Does he demonstrate a good knowledge of his subject? Does this knowledge appear to extend beyond his preparation? ☐

4 LESSON ORGANISATION

Does he show resourcefulness and flexibility? Is the sequence of learning activities coherent? Does he give pupils opportunities to participate actively in the lesson? Does he make provision for individual differences? ☐

5 COMMUNICATION

Does he communicate clearly, correctly and effectively with the students and do they respond? Does he use the appropriate techniques well? e.g. Questioning; chalk-board; visual aids; demonstrations, etc. ☐

6 STUDENT — TEACHER RELATIONS

Does he appear to know the students individually? Can he control his class easily? Are self-discipline and initiative encouraged? ☐

7 AMOUNT AND RELEVANCE OF STUDENTS' WORK

Is reasonable amount of work set for students? Is it relevant to the teacher's scheme of work and lesson preparation and suitable for the age and ability of the students?

8 TYPE OF WORK SET

Does students' work fulfil the objective established by the teacher? Is there sufficient variety in work set, and does this include activities other than individual written work? e.g. Group projects and practical work. Does the work set progressively extend the students' understanding and capabilities?

9 CORRECTION OF STUDENTS' WORK

Does he correct the students' work regularly, thoroughly and constructively? Does he maintain clear records of students' progress?

10 TEACHER'S PERSONAL QUALITIES

Is his appearance decent and reasonable? Does he show interest in his work and in the school or college? Is his manner and attitude that of a professional teacher?

Remarks or comments

Total

Final average grade

Supervisor's Signature..... Date.....

INSTITUTE OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

EVALUATION OF SUPERVISED TEACHING:

P. G. D. E. (SANDWICH) COURSE.

FORM C. PRINCIPAL'S CONFIDENTIAL REPORT

(To be completed in duplicate. The Original copy to be sent to the Institute of Education, A. B. U., Zaria, and the Duplicate Retained by the Principal)

Name and address of School/College_____

| Name of Student<br>Please tick in the appropriate column and comment if necessary: | Poor | Bel. Average | Average | Above Aver. | Excellent |
|---|---|---|---|---|---|
| 1. Industry | | | | | |
| 2. Sense of responsibility | | | | | |
| 3. Cooperation | | | | | |
| 4. Relations with Students | | | | | |
| 5. Relations with Colleagues | | | | | |
| 6. Effectiveness outside the Classroom | | | | | |
| 7. Effectiveness as a class teacher | | | | | |

General Comments:

Name of Principal

Signature _____ Date _____

INSTITUTE OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

Evaluation of Supervised Teaching: (P.G.D.E. Sandwich Course)
FORM C. PRINCIPAL'S REPORT

To be completed in duplicate and a copy sent to the Institute of Education, A.B.U., Zaria.)

Name and address of School/College:

| Name of Student:<br>Please tick in the appropriate column and comment if necessary: | Poor | Bel.Average | Average | Above Aver. | Excellent |
|---|---|---|---|---|---|
| 1. Industry | | | | | |
| 2. Sense of responsibility | | | | | |
| 3. Cooperation | | | | | |
| 4. Relations with Students | | | | | |
| 5. Relations with Colleagues | | | | | |
| 6. Effectiveness outside the Classroom | | | | | |
| 7. Effectiveness as a class teacher | | | | | |

General Comments:

Name of Principal

Signature: Date:

50

**Appendix 2: Some sample research study topics presented by students 1973-1975**

A. *Topics examining current policy and administrative practices and their implications*

1. Performances in external examination by students of Government Girls College, Dalla Kano: a critical appraisal 1965-1972
2. The effect of the dual-entry qualifications upon the student's subsequent college performances at the Kaduna Polytechnic, 1973
3. The origin and the development of the Kano State Education Development Trust 1960-June 1973
4. Refugee pupils' education in Oyo North
5. The impact of the change of location of a government secondary school from the rural area to an urban centre
6. The implications of the UPE Scheme for primary education in the thirteen primary schools of Orogun

B. *Attitude studies (pupils and parents)*

1. Career expectations of students of the College of Science and Technology, Kaduna Polytechnic
2. Attitudes of secondary school leavers towards agriculture
3. Relationship between students' performance in school subjects and their choice of career
4. Attitudes of students towards social activities at the Advanced Teachers College, Zaria
5. Attitudes to commercial education among secondary school students in Kano Metropolitan Area
6. The effects of parental attitude on attendance and educational performance of primary school pupils in Keffi Emirate of Nigeria
7. Parental attitudes towards Western education for girls in the Daura and Katsina area: its implications for the UPE Programme

C. *Curriculum studies*

1. Developing a suitable English syllabus for Local Government Stage III Institute of Administration, Zaria
2. The impact of the teachers' college curriculum on the teaching of primary school agriculture in the Jos and Pankshin divisions of Benue Plateau State of Nigeria
3. The primary school curriculum in Minna area (A study of the educational gap between official curriculum and actual curriculum)
4. Developing a methods course for the teaching of Tiv as a first language in primary schools
5. A study of the particular language problems encountered in the teaching of science

D. *Methodological studies*

1. A study of method for improving the teaching of physics to a group of slow-learning students in a class in secondary technical school, Kontagora, North-Western State, Nigeria
2. The use of natural products in teaching principles in chemistry
3. The effect of a mathematics laboratory in the teaching of mathematics in a secondary school in Gboko
4. The collection and preservation of museum specimens for biological studies in secondary schools of Northern Nigeria

E. *Studies of the learners*

1. Problem of book-reading among Nigerian rural school-children with particular reference to Shendam Division of Benue Plateau State of Nigeria
2. A survey of the impact of home explanation to natural phenomena on the science students in the post-primary institutions in Zaria Township
3. Health needs of students in Offa Grammar School: a brief survey of students' complaints at the General Hospital, Offa, in 1973
4. A comparison of the traditional Efik-Ibibio number system and the decimal number system, investigating the effects, if any, on students' subsequent achievements in mathematics
5. Role conflict and its effects upon the education of married students at the Staff Development Centre, Kaduna Polytechnic

## Appendix 3: A note on sources and further reading

Statistics in this monograph are derived from the following sources:

Ahmadu Bello Institute of Education. *Comparative statistics of educational development in the six northern states of Nigeria 1968-72.*

Michigan State University, African Studies Center. *Report on the supply of secondary level teachers in English speaking Africa.* Country study no. 15, 1973.

Nigeria. Federal Ministry of Education. *Statistics of education in Nigeria.*

A further recent survey of Nigerian education is:

Fafunwa, A. Babs. *History of education in Nigeria.* London, Allen & Unwin, 1974.

Other recent analyses of current trends will be found in the *West African journal of education,* published by the Institute of Education, Ibadan University.

## Questionnaire (20)

*To develop the series further, it would be helpful if readers could record their impressions and inform the IBE. (Please write 'yes' or 'no' in the space following each question. Further comments may be written on the back of this sheet.)*

1. Do you find the author's analysis useful for your own work? ☐ in particular, is it:
   - an adequate survey of the field? ☐
   - a basis for further discussion and study? ☐
   - too abstract to be useful? ☐

2. With regard to the sources cited, could you indicate any recent documents of a similar type which have been overlooked?

3. Can you indicate any cases of innovation in your own country (or field of specialization) which you feel might have interest for other countries if adequately written up? Please name the person or institution able to provide further information about the project.

Please indicate your name and address and return this questionnaire to: the International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland or, when applicable, to your Unesco Regional Office for Education (i.e. Bangkok, Dakar or Santiago).

## INTERNATIONAL EDUCATIONAL REPORTING SERVICE

The principal aim of this service is to provide information about innovations which have a high relevance to developing countries. It will be designed to serve educational leaders in such countries, particularly those who decide policies and plan and administer education systems, so that they may be aware of the various possibilities open to them. Thus the IERS is seen as one instrument for helping in the renovation of national systems of education. It follows that the reports issued by the service will deal with subject areas of priority concern to developing countries. The emphasis lies on case materials about new ways of organizing the teaching and learning process which appear to lead to improved and wider educational opportunities without undue cost.

Although the IERS is placed in the IBE, it is taking shape as a network programme rather than a centralized operation. The Unesco Regional Offices for Education and the field programmes of Unesco as well as of Unicef, ILO and FAO are associated as partners in the service. Still more important, national institutions for educational information and research will be involved, to carry out studies and to supply and use the information, so that the network for exchange of innovatory experiences will be a reality.

The reporting service will become visible initially through a variety of documents such as indexes, abstracts, case studies, topic-centred papers and a newsletter; subsequently it is hoped to add non-print materials also. From the outset the IBE and Unesco Regional Offices wish to encourage requests for information, for it is by its response to the needs of users that the IERS will finally prove its value.

The IERS programme has been made possible through voluntary financial contributions to a special Unesco account by a number of international and bilateral agencies and national institutions. The seven donors at present are Unicef, the aid agencies of Canada, Sweden, the United Kingdom, the United States of America, the International Development Research Centre (Ottawa) and the Ford Foundation, who have offered support for a first period of three years.

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